**STEPS IN INTERGRATED COURSE DESIGN** (FINK, 2003)

INITIAL PHASE: BUILDING STRONG PRIMARY COMPONENTS

1. IDENTIFY IMPORTANT SITUATIONAL FACTORS
2. Specific Context of the teaching & Learning Situation

* Students in class (cohort): 6
* *Students in program: 14*
* Course Level: 2nd Quarter
* Class Meeting: M-F; 8-3
* Course Delivery: : Face-to-Face

1. EXPECTATIONS OF EXTERNAL GROUPS

* Societal: Competent, reliable, dependable craftsman
* Professional Accreditation: None
* Curricular Goals: Employed upon graduation

1. NATURE OF THE SUBJECT

* Convergent or Divergent: Both
* Cognitive or Physical Skills: Both
* Paradigm Stability: Changing

1. LEARNER CHARACTERISTICS

* Life Situation: Running start, part-time working. single parent, living w/

relatives, full-time student (17-33 y.o.)

* Learner Goals: Good paying job, self-employed, 4 year degree, build own

home, learn about field

* Enrollment Reason: See Goals
* Prior Experience: None to currently working in the trade
* *Prior Education: High school student to CC courses*
* *Parents Educ: GED to college graduate*
* Learning Styles: Varied, See learning styles assessment

1. TEACHER CHARACTERISTICS

* Prior Experience: 15 years self-employed general contractor
* Times Teaching: 2nd
* Teach Again: Yes
* Competence Level: High
* Teaching Process: MA, Educ;

1. SPECIAL PEDAGOGICAL CHALLENGE

* Student: Already know this to do not know what I am doing
* Teacher: Convey understanding in way that is significant to individual